

Understanding Local Hunger

A classroom resource for raising awareness about local hunger issues. This package is part of the WE Scare Hunger campaign.

Grades 9 to 12
Canadian Edition

AN INITIATIVE OF



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Dear Educator,

Welcome to the WE movement. We are so glad you've joined us in our mission to inspire, educate and empower students to find their place in the world. With 16,000 schools and groups thriving in WE Schools, we are delivering impressive results in academic engagement, life skills and civic engagement. Through the WE Schools process of experiential service-learning, students will become engaged in local and global issues through collaboration and independent reflection.

When Dr. Jonathan White, a professor at Bentley University, created the original Halloween for Hunger campaign, he recognized how important it was for young people to become active participants in their community and to support those affected by the issue of hunger. Millions of families in Canada and around the world are currently experiencing food insecurity, which means they don't have access to a sufficient amount of affordable and nutritious food. Access to food is a fundamental human right and it's critical that we recognize that this is an issue affecting people in our own communities.

In this classroom resource, your students will learn about the complex causes and effects of hunger. Through dynamic activities and experiences, visual art and multimedia, they will discover what hunger looks like and who is really affected by this issue.

This resource will prepare your students with the knowledge and skills they need to engage meaningfully with the WE Scare Hunger campaign, which is made possible through the generous support of Ford. Your students will be empowered to use their action planning skills to collect material support for hunger initiatives in their local community and raise awareness for those who struggle to access food every day. We hope that through this experience your students will become hunger advocates who are dedicated to ending the issue of hunger both locally and globally.

This is an exciting time to be an educator. Together, we have the power to reignite the fundamental purpose of education: moving students to want to learn and preparing them with the life skills to better the world and forge their own paths to success.

Thank you for having the heart and the passion to bring the WE Schools program into your class. We are honoured and encouraged to work with such a dedicated and enthusiastic group.

We are stronger together,



Craig and Marc Kielburger
Co-Founders, WE



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Essential Question: What is experiential service-learning and how can I incorporate it into my classroom instruction with WE Schools curriculum resources?

WE Schools

WE Schools is a unique, step-by-step program that challenges young people to identify the local and global issues that spark their passion and empowers them with the tools to take action. Educators and students work together to learn about the world and to take action to create meaningful change. Delivered in 16,000 schools and groups across North America and the UK, the program provides educators and students with curriculum, educational resources and a full calendar of campaign ideas.

What Is Experiential Learning?

Experiential service-learning is based on a structured academic foundation that goes beyond volunteering and community service. It's a practice that engages teachers and students with their communities in a structured way and allows students to meet their learning objectives while addressing their community's needs.

The Four Steps of WE Schools

1.

Investigate and Learn

Students explore topics related to a real-world challenge or opportunity.

2.

Action Plan

Students develop a plan to implement their service-learning project, including one **local** and one **global** action.

3.

Take Action

Students implement their action plan.

Local

Global



4.

Report and Celebrate

Students present the results of their service-learning initiatives.

Setting Students Up For Success: In School, the Workplace and Life

WE Schools Introduction: [WE.org/we-at-school/we-schools/](https://www.we.org/we-at-school/we-schools/)

Living WE is about improving our lives and our world by reaching out to others. It involves focusing less on “me” and more on “we”—our communities, our country and our world.

Social Emotional Learning: The WE Learning Framework is grounded in social emotional learning principles, helping students develop the skills to manage their emotions, resolve conflicts and make responsible decisions.

Global Mindset: The ability to operate comfortably across borders, cultures and languages is invaluable. WE Schools programming promotes global mindedness and cultural competency amongst student populations during their formative years.

Active Citizenship: Students act on their growing knowledge by connecting with others in their communities, thereby generating interest, further research and engagement in local and national causes.

Reflection is a key component of our experiential service-learning model. Our reflection activities direct students' attention to new interpretations of events and provide a lens through which service can be studied and interpreted.

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Our Learning Skills Legend



Argument formation



Information literacy



Leadership skills



Organization



Action planning



Research and writing



Critical thinking



Reflection

Understanding Local Hunger: Overview

Every Halloween, young people around the world take action to fight local hunger and poverty by participating in the WE Scare Hunger campaign. Formerly named Halloween for Hunger, this campaign was originally created by Dr. Jonathan White, a professor at Bentley University. As of 2017, through WE Scare Hunger programming, 12.3 million pounds of food has been collected by youth.

Before participating in this local campaign, it is essential that students engage with the issue of hunger and become knowledgeable advocates for change.

Rationale

This classroom resource is designed to prepare students to become hunger advocates who understand the causes and effects of hunger and the challenges millions of families face, locally and globally. Students will be encouraged to take action to raise awareness and material support for local food programs and initiatives. They will develop an understanding of how their actions can have a positive impact on those experiencing hunger within their school and their local community.

Assessing the Learning

You know your students best—their learning styles and preferences, skill levels and knowledge. You are also in the best position to anticipate the habits of mind that will make this classroom resource successful. We are mindful that students may be at different reading levels, including English Language Learners (ELL), and may have learning differences. In response, the Educator Notes throughout the resource make suggestions for differentiation along with extension and enrichment ideas that can be used.

Teaching strategies include read aloud, think-pair-share, opinion line, discussions and demonstrations.

Assessment strategies include reflections, exit slips and observations.

This resource includes suggestions for a variety of books, videos and other resources designed to engage student interest and deepen understanding. Before beginning the lesson package, visit your Teacher-Librarian, local library or school district resource centre to get access to the resources listed in the Appendices.

► Explore other resources and current campaign offerings at [WE.org](https://www.we.org)

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Subject(s): Health and Physical Education, Geography, Math

Grade Level: Grades 9 to 12

WE Learning Framework Skills:



Essential Questions:

- ▶ How does hunger affect our community?
- ▶ How can our community meet the needs of everyone?

Word Bank

Assumption—A thing that is accepted as true or as certain to happen, without proof.

Food Insecurity—The state of being without reliable access to a sufficient quantity of affordable, nutritious food.

Hunger—A weakened condition brought about by prolonged lack of food.

Sustainable community—“One that is economically, environmentally, and socially healthy and resilient. It meets challenges through integrated solutions rather than through fragmented approaches that meet one of those goals at the expense of the others.”

* **Sources for definitions:**

- Oxford Dictionary
www.en.oxforddictionaries.com
- Merriam-Webster
www.merriam-webster.com
- Institute for Sustainable Communities
www.iscvt.org/impact/definition-sustainable-community

Materials And Resources

- Chart paper or craft paper
- Art materials
- Writing utensils
- Computers or tablets with Internet access
- Appendix 1: Provincial Curriculum Correlations
- Appendix 2: Classroom Observation Forms
- Appendix 3: Resource List
- Blackline Master 1: “I Used to Think ... Now I Think ...”
- Blackline Master 2: Facts and Myths about Hunger
- Blackline Master 3: Problem Tree
- Blackline Master 4: Action Plan

Lesson 1:

Sustainable Communities



Suggested Time:

60 minutes

Learning Goals:

Students will:

- Identify the characteristics and attributes of sustainable communities
- Develop an awareness of hunger as a social issue within their local community

Investigate and Learn

Educator's Note: Be mindful that there may be students in your class who are currently experiencing food insecurity and are accessing food banks or other services. If this is the case, you may hesitate to discuss the topic of hunger in your class; however, this is an issue that affects communities locally and globally and it's important to make your students aware of it. To create an inclusive and respectful environment for all students, make sure students' privacy is protected during discussions and activities, and that no student feels exposed in any way.

- 1. Recommended Assessment For Learning:** Pose the following question to students: Is our community sustainable? Discuss what is necessary for a community to be considered sustainable (e.g., access to clean water for everyone, adequate housing for everyone, access to nutritious food for everyone, etc.). Clarify for students that in this context they should consider whether it is socially sustainable as well as environmentally sustainable. Does it meet the needs of everyone? Is everyone able to live a safe and healthy life?

Educator's Note: For more information about sustainable communities, visit www.iscvt.org/impact/definition-sustainable-community.

- 2.** In small groups, provide students with a piece of chart paper to create a placemat graphic organizer.
- 3.** Ask students to brainstorm and discuss whether their community is sustainable and whether it meets the needs of everyone. Have students record their ideas and evidence they can provide on their section of the placemat, and record their final decision in the centre of the placemat.
- 4. Recommended Assessment As Learning:** As students are working, use one of the forms from **Appendix 2: Classroom Observations Forms** and circulate around the class to make observations about students' prior knowledge of sustainable communities and social issues such as hunger.

Educator's Note: If students find this activity challenging, ask them to first make a list of what they consider to be basic human needs. What things should all people have access to in order to live a safe and healthy life? Then ask them to think about whether the needs of everyone in the community are being met.

- 5.** Once students have had sufficient time to brainstorm, post the placemats around the classroom.
- 6.** Using the gallery walk strategy, have students examine each other's placemats. Discuss what students saw on other groups' placemats that they hadn't considered. Ask students to return to their placemats to add anything they think they have missed.
- 7.** Return to the question raised at the beginning of the lesson: Is our community sustainable? If students feel that the community doesn't meet everyone's needs, ask them to give evidence to support their opinion. If students believe their community does meet the needs of everyone, challenge them to consider why we have food banks or other food programs.
- 8. Recommended Assessment Of Learning:** Explain to students that over the next four lessons they will be exploring the issue of hunger and how it affects their community. Provide each student with an exit slip and ask them to consider what they have learned about sustainable communities and to answer the following question: Can a community be considered sustainable if it has a food bank or another type of food assistance program? Why or why not?

Lesson 2:

Hunger in Our Community



Suggested Time:

120 minutes (or 2 x 60 minutes)

Learning Goals:

Students will:

- Recognize how the issue of hunger directly affects members of their community
 - Examine their assumptions about the issue of hunger within their community
1. Organize a trip to volunteer at a food bank, community kitchen, or other initiatives that offers food assistance.

2. **Recommended Assessment For Learning:** Before going, encourage students to reflect on what they know about how hunger directly affects people in their community.

Discuss:

- Who is affected by hunger?
- How do they access services?
- Are these services meeting the needs of everyone?
- Are these services providing a long-term, sustainable solution to hunger? Why or why not?

Educator's Note: An alternative to a field trip could be to watch a video from **Appendix 3: Resource List** or invite a community member or an administrator from a local food program or other initiative in to speak to the class.

3. **Recommended Assessment For Learning:** After their experience within the community, ask students to use **Blackline Master 1: "I Used to Think ... Now I Think ..."** to record their reflections regarding their beliefs about the issue of hunger. This can be done individually or on a whole-group, collaborative chart.

Educator's Note: The purpose of this chart is for students to examine how their understanding of or perspective on a concept or issue changes as they learn more about it. Students can continue to add to this chart throughout the lessons to monitor their learning process around the issue of hunger. If students are creating a collaborative chart, give them sticky notes to use when adding their reflections so each student's contribution can be monitored. If students are using these charts individually, collect them at the end of each lesson to assess students' learning progress throughout the lesson package. As an alternative, students may also create voice recordings or videos to share their learning throughout the lessons.

Lesson 3:

Facts and Myths about Hunger



Suggested Time:

120 minutes (or 2 x 60 minutes)

Learning Goals:

Students will:

- Distinguish between facts and myths about hunger
- Use research and presentation skills to collect and share information

1. **Recommended Assessment For Learning:** Divide a large piece of chart paper or the front board into two sections and write *Fact* on one side and *Myth* on the other. Present students with the statements from **Blackline Master 2: Facts and Myths about Hunger**. Ask students to vote on whether the statement is a fact or a myth and place the statement on the corresponding side of the chart.

Educator's Note: If students strongly disagree with one another, allow them to briefly share their opinion, but place the statement on the side that had most votes. Students will have a chance to investigate the facts and myths in more detail in the next activity.

2. Split the class into small groups and ask each group to investigate one of the statements on the Fact/Myth chart using books, newspapers or online sources and provide evidence to prove whether it is a fact or myth.
3. **Recommended Assessment As Learning:** As students are discussing the facts and myths, use a clipboard with one of the forms from **Appendix 2: Classroom Observations Forms** and circulate around the class to make observations about students' understanding of the issue of hunger.
4. Have each group present their evidence to the class orally or in a digital presentation format. Review the Fact/Myth chart they created at the beginning of the lesson and adjust it where necessary. Students may realize what they thought were facts were actually myths.
5. **Recommended Assessment Of Learning:** Ask students to return to their "I Used to Think ... Now I Think ..." chart and record any reflections they made during the presentations.

Lesson 4:

Cause and Effects of Hunger



Suggested Time:

60 minutes

Learning Goals:

Students will:

- Explore the causes and effects of hunger
 - Understand how complex social issues like hunger do not have one simple solution
1. Review the Fact/Myth chart from Lesson 2 and ask students to discuss the following questions in pairs:
 - Why is hunger an issue in our community?
 - What are the contributing factors?
 - Who is affected by hunger?
 - How are they affected?
 2. Once students have had a chance to discuss the questions in pairs, ask each pair to join another pair and discuss the questions in groups of four to allow students to hear a variety of perspectives.
 3. **Recommended Assessment For Learning:** Using a clipboard with one of the forms from Appendix 2: **Classroom Observations Forms**, circulate around the class and make observations about students' understanding of the causes and effects of hunger.
 4. As a class, create a collaborative problem tree to help students understand the causes and effects of hunger. Refer to **Blackline Master 3: Problem Tree** for a model. Draw a large outline of a tree on the front board or on a piece of chart paper. Explain to students that the image of a tree can help them to think not only what the core problem is (the trunk), but also what the causes (the roots) are and the effects (the branches) are.
 5. Identify the core problem within the issue of hunger (e.g., people don't have enough safe and nutritious food to eat) and write it on the trunk of the tree.
 6. Ask students to brainstorm the causes and effects of hunger based on what they've already learned. Using two different colours of sticky notes, ask students to place the causes on the roots of the tree and the effects on the branches.

7. **Recommended Assessment As Learning:** As students add to the chart, encourage them to consider the many factors that can contribute to the issue of hunger (mental health, unemployment, cost of housing, etc.) as well as the many effects that the issue can have on a single person, on a family and on a community. Note for students that causes and effects are typically not one-dimensional—like ripples from a stone thrown into a pond increase, causes and effects compound.

Educator's Note: For more information about the causes and effects of hunger refer to the links in **Appendix 3: Resource List**.

8. **Recommended Assessment Of Learning:** Ask students to return to their "I Used to Think ... Now I Think ..." chart and record at least two beliefs they held about hunger that have changed.



Enrichment: Ask students to reflect on their previous experiences with hunger initiatives and discuss whether or not they believe it contributed to a sustainable solution to the issue of hunger. Challenge students to evaluate the effectiveness of this initiative through a debate, position paper or inquiry project.

The following resources provide different perspectives on the traditional approach to food assistance programs, which can help students to construct their arguments:

- "Canadian cities have 'food deserts': study," www.cbc.ca/news/canadian-cities-have-food-deserts-study-1.773896
- *Feeding Nunavut*, www.feedingnunavut.com
- PROOF Food Insecurity Policy Research Fact Sheets, proof.utoronto.ca/resources/fact-sheets
- "Why food won't solve the problem of hunger," Nick Saul, TEDxToronto, www.youtube.com/watch?v=xwyrMK81-FQ&feature=youtu.be (11:55)

Lesson 5:

What Does Hunger Look Like?



Suggested Time:

120 minutes (or 2 x 60 minutes)

Learning Goals:

Students will:

- Analyze and interpret data related to the issue of hunger
 - Recognize the importance of data in understanding social justice issues
 - Produce multimedia art works to communicate information
- Show students one of the videos from **Appendix 3: Resource List** to introduce them to statistics about hunger in their local or national community.
Discuss:
 - What surprised you about the video?
 - How can statistics help us understand the issue of hunger?
 - What problems or challenges occur when working with statistics?
 - How can statistics inform our opinions about hunger?
 - Divide students into small groups; ask each group to research and select one statistic about hunger in their local community that stands out for them. Students may choose a statistic from the videos or access reputable websites or articles to find their own statistic.
 - Challenge students to create a visual representation of the statistic to raise awareness of hunger within the school. Students could consider making a poster, a 3D model, a tableau or skit, etc.

- Recommended Assessment As Learning:** As students are working, use a clipboard with one of the forms from **Appendix 2: Classroom Observations Forms** and circulate to make observations about students' ability to analyze and interpret data and their understanding of the issue of hunger. This is an opportunity to support students who may have difficulty with data-management skills.

- Recommended Assessment As Learning:** Ask each group to present their visual representation to the class and explain why they chose to represent their statistic. Why is this statistic important for understanding more about hunger? How did this statistic change their views and understandings of hunger? Encourage the audience to share whether the visual representations helped them to understand more about hunger statistics. What aspects of the representation were most effective?

- Recommended Assessment As Learning:** After the presentations, ask students to return to their "I Used to Think ... Now I Think ..." chart and record any reflections they made during the presentations.



Extension: Have students present their visual representations to other classes within the school or in the community to raise awareness about the issue of hunger.

Lesson 6:

Hunger in Our Community



Suggested Time:

180 minutes (or 3 x 60 minutes)

Learning Goals:

Students will:

- Understand how their actions can have a positive impact on those experiencing hunger
- Develop an action plan and analyze the results
- Actively participate in their school or local community

Action Plan

1. Explain to students that, in the same groups as in Lesson 4, they will explore food banks and other initiatives within their community that support people affected by hunger (see suggested links in **Appendix 3: Resource List**). Then, each group will choose an initiative, create an action plan for how they could support their initiative, present their plan to the class and then implement their plan within the school or the community.

Educator's Note: Encourage students to also consider choosing to support programs that address a cause of hunger other than a lack of access to food.

For example: They may choose to fundraise for a program that provides services for homeless youth or an initiative that helps new immigrants find employment. These types of programs contribute to a sustainable solution to hunger and food insecurity and address causes and effects that are often not recognized.

2. Provide each group with a copy of **Blackline Master 4: Action Plan**. Encourage students to consider: What causes and effects of hunger does your initiative address? How could you help or contribute? What resources would you need to implement your action plan?
3. Help students set a specific, achievable goal for their action plan that they will be able to measure and evaluate (e.g., collect 50 blazers, suits, ties, etc. from a clothing drive for new immigrants to use for job interviews, or raise \$500 for a local community kitchen).

4. **Recommended Assessment As Learning:** As students are working, use a clipboard with one of the forms from **Appendix 2: Classroom Observations Forms** and circulate around the class to make observations about misunderstandings students may still have about hunger. Encourage students to ask questions and to clarify any doubts they might have about developing an effective action plan.

5. **Recommended Assessment As Learning:** Have each group present their action plan to the class and ask the other students to give the group feedback to improve on their plan. This is an opportunity to assess students' understanding of the issues of hunger within their community, their understanding of the causes and effects of hunger, and their ability to apply that knowledge to create a plan to enact change within their community.

Educator's Note: Consider inviting community members into the class to hear students' presentations and give feedback to students on their action plans as well.

Take Action

6. Give students an opportunity to put their plan into action and help them to acquire any resources or additional supports they might need. If the students' actions are taking place inside the school (such as a clothing drive), it's important for them to also have an opportunity to visit the program or initiative they supported through their action to present the material supports they collected, if possible.

Reflect and Celebrate

7. As a class, reflect on the learning and experiences from the Action Plan and Take Action sections

8. **Recommended Assessment Of Learning:** Ask each student to write a letter to the administrators of the program or service they supported through their action, to describe how the experience changed the way they think about the issue of hunger and what the experience taught them about creating sustainable communities. This will allow students to not only recognize how their actions can have a positive impact within their community, but also how being active participants in their community contributes to their own learning.

Alternatively, students could also create a video version of their letter.

9. Share and celebrate the results of students' actions and raise awareness for the issue of hunger. Create a presentation where each student contributes something they have learned about the issue of hunger, to raise awareness for this issue within the school and the community. This can be presented live at an assembly or it could be recorded and shared with parents, on the school website or other social media platforms.

Educator's Note: Review your school or school district's Internet-use guidelines before engaging with social media.



Extension: Consider developing a larger, sustained volunteer project within the school or local community or participating in the **WE Scare Hunger campaign**, www.WE.org/we-schools/program/campaigns/we-scare-hunger with students who are passionate about the issue of hunger and want to be advocates for change.



Appendix 1: Provincial Curriculum Correlations

Curriculum correlations made possible by **NELSON**

Alberta	
<p>Social Studies (2017)</p> <p>Grade 9, Issues for Canadians: Governance and Rights, 9.1</p> <p>Grade 10, Perspectives on Globalization, 10.1</p> <p>Living in a Globalizing World, 10.2,</p> <p>Grade 12, Perspectives on Ideology, 30.1, Understandings of Ideologies, 30.2</p>	<p>This lesson package provides opportunities for students to develop the attitudes, skills and knowledge that will enable them to become engaged, active, informed and responsible citizens.</p> <p>This lesson package helps students develop their sense of self and community, encouraging them to affirm their place as citizens in an inclusive, democratic society.</p>

Atlantic Canada	
<p>Social Studies</p> <p>Prince Edward Island</p> <p>Grade 12, Geography</p> <p>- Global Issues, GEO621A</p> <p>Grade 12, Geography</p> <p>- Global Issues, GEO631A</p> <p>Nova Scotia</p> <p>Grade 12, Global Geography 12</p> <p>Newfoundland</p> <p>Grade 10, Canadian Geography 1202</p> <p>New Brunswick</p> <p>Grade 9, Social Studies 9,</p> <p>Grade 12, World Issues 120</p>	<p>This lesson package addresses the Atlantic Canada Social Studies Curriculum, enabling and encouraging students to examine issues, respond critically and creatively, and make informed decisions as individuals and as citizens of Canada and of an increasingly interdependent world.</p> <p>This lesson package addresses Essential Learnings of the Atlantic Canada Social Studies Curriculum, specifically to:</p> <ul style="list-style-type: none">- Reflect critically on ethical issues.- Determine the principles and actions of just, pluralistic, and democratic societies.

Appendix 1: Provincial Curriculum Correlations

Curriculum correlations made possible by **NELSON**

British Columbia	
<p>Social Studies (2016)</p> <p>Grade 11, Human Geography 11</p> <p>Grade 11, Political Studies 11</p> <p>Grade 12, Physical Geography 12</p> <p>Grade 12, Social Justice 12</p> <p>Grade 12, Urban Studies 12</p>	<p>This lesson package addresses the goals for Social Studies, specifically:</p> <ul style="list-style-type: none">- Develop an understanding of the interaction between humans and the environment, the impact of the physical environment on the development of human societies and cultures, and the impact of humans on the environment.- Develop the competencies needed for participation in a democratic society: considering multiple perspectives, respecting different values and points of view, gathering and critically analyzing information, making informed decisions, and effectively communicating their views. <p>This lesson package helps to prepare students to participate in society as responsible citizens.</p>

Manitoba	
<p>Social Studies (2010)</p> <p>Grade 9, Canada in the Contemporary World, A Foundation for Implementation</p> <p>Grade 10, Geographic Issues of the 21st Century</p> <p>Grade 12, Global Issues: Citizenship and Sustainability, (40S)</p> <p>Grade 11, Agriculture: A Cornerstone Industry</p> <p>Grade 12, World Geography - A Human Perspective</p>	<p>This lesson package addresses the vision of the Manitoba Social Studies curriculum. It encourages students to participate actively as citizens and members of communities and to make informed and ethical choices when faced with the challenges of living in a pluralistic democratic society.</p> <p>This lesson package addresses specific goals of the Manitoba Social Studies Curriculum, including:</p> <ul style="list-style-type: none">- Develop a commitment to social justice and quality of life for all the world's peoples.- Respect the world's peoples and cultures through a commitment to human rights, equity, and the dignity of all persons.

Appendix 1: Provincial Curriculum Correlations

Curriculum correlations made possible by **NELSON**

Ontario	
<p>Canadian and World Studies (2015)</p> <p>Grade 12 World Issues: A Geographic Analysis, University Prep. (CGW4U)</p> <p>The Environment and Resource Management, University/College (CGR4M)</p> <p>World Issues: A Geographic Analysis, College Prep (CGW4C)</p>	<p>This lesson package addresses the goals for Canadian and World Studies in the Ontario curriculum, specifically:</p> <ul style="list-style-type: none"> - Relating science to technology, society and the environment. - Developing the skills, strategies, and habits of mind required for scientific inquiry. <p>The <i>Understanding Local Hunger</i> lesson package supports the development of citizenship education and can help make connections to current issues and events.</p>
<p>Social Sciences and Humanities (2013)</p> <p>Grade 9/10 Food and Nutrition (HIF10/20)</p> <p>Grade 12 Nutrition and Health, University Prep. (HFA4U)</p> <p>Nutrition and Health, College Prep. (HFA4C)</p> <p>Food and Healthy Living, Workplace (HFL4E)</p> <p>Equity and Social Justice: From Theory to Practice, University/College (HSE4M)</p>	<p>This lesson package helps students to develop their awareness of and make decisions with respect to critical issues in our increasingly complex, multifaceted, and diverse society.</p> <p>The <i>Understanding Local Hunger</i> lesson packages also helps students analyse problems and determine appropriate actions that they can take as individuals, or that can be taken by families, diverse groups, and even societies in response to complex local or global challenges.</p>
Saskatchewan	
<p>Social Studies (2010)</p> <p>Grade 9, Social Studies 9</p> <p>Grade 10, Social Studies 10</p> <p>Grade 11, Social Studies 20</p> <p>Grade 11, Geography 20</p> <p>Grade 12, Geography 30</p>	<p>This lesson package addresses the aim of the Saskatchewan Social Studies Curriculum, for students who have a sense of themselves as active participants and citizens in an inclusive, culturally diverse, interdependent world.</p> <p>This lesson package addresses the goal of the Saskatchewan Social Studies Curriculum, to examine various worldviews about the use and distribution of resources and wealth in relation to the needs of individuals, communities, nations, and the natural environment, and contribute to sustainable development.</p>

Appendix 2: Classroom Observation Forms

Classroom Observation Form 1

Lesson/Activity:

Appendix 2: Classroom Observation Forms

Classroom Observation Form 2

Lesson/Activity:

Learning Outcomes Student Names			

Appendix 2: Classroom Observation Forms

Classroom Observation Form 3

Lesson/Activity:

Observations	Questions/Concerns	Next Steps

Appendix 3: Resource List

Videos about Hunger

- **“Food Bank Canada “Say No To Hunger”**
vimeo.com/41929117 (0:30)
- **“Fighting Hunger - Daily Bread Food Bank”**
www.youtube.com/watch?v=plXpg_RMQjo (5:40)
- **“Food Banks Canada: HungerCount 2016”**
www.youtube.com/watch?v=h7rDaKB7Tio&feature=youtu.be (1:08)
- **“Food Banks Canada - ABC's of Hunger.mov”**
www.youtube.com/watch?v=VsClzDgdRdl (0:30)
- **“More than 1 million kids in Canada go to school hungry”**
www.youtube.com/watch?v=DkYWqCxCzs8 (4:18)

Links to Food Assistance Programs and Other Hunger Initiatives

- **Community Food Centres Canada**, cfccanada.ca
- **Breakfast Club of Canada**, www.breakfastclubcanada.org
- **Food Banks Canada**, www.foodbankscanada.ca
- **CanadaHelps.org**, www.canadahelps.org/en/

Additional Links for Information and Statistics about Hunger

- **Food Secure Canada**, foodsecurecanada.org
- **Proof Food Insecurity Policy Research**, proof.utoronto.ca

Blackline Master 1:

“I Used to Think ... Now I Think ...”

I Used to Think ...

Now I Think ...

Blackline Master 2: Facts and Myths about Hunger

Hunger is not always visible; if people are suffering from hunger in my community, I may not be able to see it.

If someone in my community is suffering from hunger, it is their own fault.

Children, adults and elderly people use food assistance programs.

Food assistance programs provide sufficient quantities of food to all people who need them.

Contributing to local food assistance programs is the only way we can fight against hunger in our community.

Problems associated with hunger are confined to certain areas of the country or certain neighbourhoods. My community and neighbourhood are not affected.

People become hungry because they are lazy and don't work hard.

Only adults can contribute to ending hunger in our community.

People who access a food assistance program once will access it for the rest of their lives.

Feeling hungry and suffering from hunger are the same thing.

Blackline Master 3: Problem Tree

Leaves/Branches: Effects

These are the results created by the problem. At first, this part of the issue appears easy to tackle, but when leaves and branches are trimmed, they grow back quickly. Consider the multi-layered effects, or "effects of effects," that can arise when a problem goes unaddressed. Always ask: "Then what happens?"

Example: Children are undernourished and have difficulty learning at school. They quickly fall behind their classmates and become very discouraged.

Trunk: Problem

This is the key issue that is being studied. Because it is not as apparent as the leaves, the core problem itself sometimes takes a little longer to identify.

Example: Families lack access to safe and nutritious food.

Roots: Causes

These are the situations or factors that have led to the problem. When exploring the root causes of a problem, ask yourself "Why does this problem exist?" Dig deeper to consider the "causes of causes"—the multiple layers of factors that contribute to a problem.

Example: A local factory has closed and has caused the unemployment rate to increase.

Blackline Master 4: Action Plan

Which program or initiative will we support? _____
 How does this program or initiative help people affected by hunger _____

Goal (What do we want to achieve?)	Tasks (What steps do you need to take to achieve your goal?)	Success Criteria (How will we know if we have achieved our goal?)	Timelines (When will we need tasks to be completed?)	Resources (What or who will help us complete our tasks?)